Task one

Q1 Written text

AI cheating is overwhelming the education system – but teachers shouldn’t despair

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John Naughton

With adjustments to the way we teach students to think about writing, we can shift the emphasis from product to process

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It’s getting close to the beginning of term. Parents are starting to fret about lunch packs, school uniforms and schoolbooks. School leavers who have university places are wondering what freshers’ week will be like. And some university professors, especially in the humanities, will be apprehensively pondering how to deal with students who are already more adept users of large language models (LLMs) than they are.

They’re right to be concerned. As Ian Bogost, a professor of film and media *and* computer science at Washington University in St Louis, puts it: “If the

first year of AI college ended in a feeling of dismay, the situation has now devolved into absurdism. Teachers struggle to continue teaching even as they wonder whether they are grading students or computers; in the meantime, an endless AI cheating and detection arms race plays out in the background." – Metaphor. add depth to writing by encouraging the reader to see ideas in new ways. They're often used to convey complex or abstract ideas more effectively.

Predictably, that arms race is already heating up. Metaphor The *Wall Street Journal* reported recently that: "OpenAI has a method to reliably detect when someone uses ChatGPT to write an essay or research paper. The company hasn't released it despite widespread concerns about students using artificial intelligence to cheat." This refusal infuriates those sectors of academia that touchingly imagine that there must be a technical fix for the "cheating" problem. Clearly they haven't read the Association for Computing Machinery's statement on principles for the development of systems to detect generative AI content, which says: "reliably detecting the output of generative AI systems without an embedded watermark is beyond the current state of the art, which is unlikely to change in a projectable timeframe". And digital watermarks, though useful, can also be problematic.

As Alison Gopnik puts it, LLMs are 'cultural technologies', like writing, print, libraries... tools for human augmentation, not replacement

LLMs are a burning issue for the humanities in particular because the essay is such a key pedagogical tool for teaching students how to research, think and write. More importantly, perhaps, the essay also plays a central role in how they are graded and assessed. The bad news is that LLMs threaten to make that venerable pedagogy untenable. And that there's no technical fix in sight. Tone helps convey the author's stance and influences how readers interpret the message or mood of the text.

The good news is that the problem isn't insoluble – if educators in these disciplines are willing to rethink and adapt their teaching to the new reality. Other pedagogies are available. But they require, if not a change of heart, two changes of mindset.

The first is an acceptance that LLMs – as the distinguished Berkeley psychologist Alison Gopnik puts it – are "cultural technologies", like writing, print, libraries and internet search. In other words, they are tools for human *augmentation*, not replacement. Quote adds credibility and authority by including an experts opinion

Second, and more importantly perhaps, is a need to reinforce in students' minds the importance of writing as a *process*. I think it was EM Forster who once said that there are two kinds of writer: those who know what they think and write it; and those who find out what they think by trying to write it. The vast majority of humanity belongs in the latter camp – which is why the process of writing is so good for the intellect. It forces one to figure out lines of argument that are coherent, choose evidence that is relevant, find sources of information and inspiration that are useful, and – most importantly – learn the craft of expressing yourself in sentences that are readable and clear. For many people it isn't easy and doesn't come naturally – which is why students resort to ChatGPT even when asked to write 500 words to introduce themselves to their classmates.

Josh Brake, an American academic who writes wisely about engaging with AI rather than trying to Dialogue helps the reader better understand what's being told by the text "integrate" it into the classroom, thinks that it's worth making abundantly clear to students the value of writing as an intellectual activity. "If your students didn't already see the value of writing as a process by which *you* think, then of course they will be curious about farming the labour out to an LLM. And if writing (or any other task for that matter) is truly only about the product, then why not? If the means to the end are unimportant, then why not outsource it?" Rhetorical Question It prompts the reader to consider the question more deeply, affecting their perspective.

In the end, the problem that LLMs pose for academia can be solved, but doing so will require fresh thinking and a different approach to teaching and learning in some disciplines. The bigger problem is the glacial pace Metaphor at which universities tend to move. I know this from experience. Way back in October 1995, the American scholar Eli Noam published a very perceptive article – "Electronics and the Dim Future of the University" – in *Science*. Between 1998 and 2001, I asked every UK vice-chancellor or senior university administrator I met what they thought of it. Blank stares all round.

Still, things have improved since then: at least now they've all heard of ChatGPT.

Q1 response

In the written text I have chosen, on my youth topic of choice, the perspective on the issue is presented using language features. The written text is an article about the use of artificial intelligence in classrooms. I have found several features inside the written text, including quotes, metaphor, tone, and rhetorical questions.

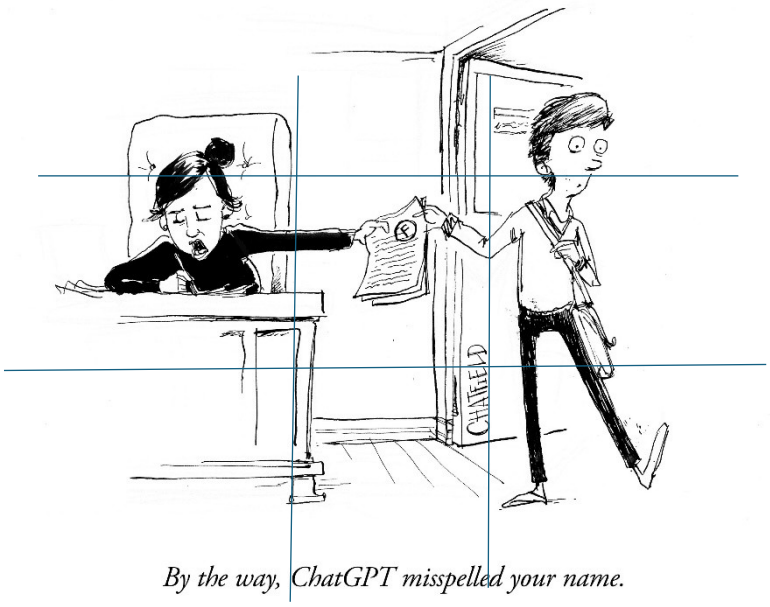
The use of language features in a written text such as this can present the authors perspective in many ways. In a written text such as the one in question, quotes are used to show credibility and authority by including an outside source's opinion on the matter. The use of metaphor in the article adds depth by encouraging the reader to see the text's ideas in different ways that convey complex or abstract ideas more effectively. While tone is used to help convey the author's stance and it also influences how readers interpret the message and the mood of the text. Another language feature used is rhetorical questions, which are open questions that aren't meant to be answered but instead used to prompt the reader to consider the question more deeply, affecting their perspective. All language features when used together in a written text, work together to present the authors perspective on the issue.

We can see these language techniques being used throughout the written text, where they are used to present the authors perspective. For example, the article uses metaphors to portray use of artificial intelligence

inside classrooms as an “arms race” that is “heating up”, this is the author showing his perspective that AI is like a war that inadvertently creates an issue for the teachers grading students. Furthermore, the text includes quotes from an expert, Professor Ian Bogost, who emphasizes the issue, “Teachers struggle to continue teaching even as they wonder whether they are grading students or computers”.

In conclusion, I believe that I have conveyed how language features we’re used in my selected text. Including how different techniques work and how the author uses them.

Task One – Question 2



By the way, ChatGPT misspelled your name.

I have chosen a visual text about an issue which affects teenagers. The topic being artificial intelligence in the classroom. The visual techniques within the text have the ability to position someone to reflect on an issue, and the text I have chosen uses the techniques of simplicity, imagery, and framing.

The use of visual techniques within an image can position the viewer to reflect on the topic and think about it. These techniques can get into your head and make you think about what it means. One of the visual techniques, simplicity makes the intended message of the text understandable and clear. Imagery can be used to tell a story and evoke emotions in a person, making them think deeper about the issue. Even how the image uses framing can position the viewer to reflect, by having them focus on the important parts of the visual text by using surrounding elements to draw attention to it.

Within the image several visual techniques are used in order to have the viewer reflect on the topic. The image uses simplicity by being uncluttered and black and white with only what you need to know laid out there, it’s clear and easy to

understand by what is shown that the scene is a classroom setting with a teacher, and a student who used AI on an assessment. Imagery is used in the image to tell the story and put the emotion of humour in the viewers head, making them think. And the framing of the image with the teacher and student on either side and the marked assessment in the centre of the visual text, drawing attention to the most important element.

In conclusion, the visual text, uses visual techniques to position someone to reflect on an issue.

-Oliver Boardman